Lake Macquarie Casual and Temp Network
Term One | Week Seven | 2016
Introductions
Acknowledgment of Country
Today’s network meeting and the **Australian Professional Standards for Teaching**

<table>
<thead>
<tr>
<th>Standard Descriptor</th>
<th>How this professional learning addresses the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.2</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
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</tbody>
</table>
How will today’s meeting work?

1. PDPs
   - Teachers requiring PT accreditation

2. Workshops
   - Introduction
     - Handy tips and advice for term one
   - Teachers maintaining PT accreditation

3. Q&A
Today’s *session* is a…

**DEVICE FRIENDLY ZONE**
As a *casual or temp* teacher what is...
Online induction

The *Strong Start, Great Teachers* Website

[www.ssgt.nsw.edu.au](http://www.ssgt.nsw.edu.au)
Online induction

- Initial contact with a school
- Orientation at a school
- Your first weeks / first term
- Reflective practice
- Managing the classroom
- Planning a sequence of lessons
- Planning a lesson
- Assessment
- Feedback to students
- Teacher questioning
- Differentiating learning
- Peer and self-assessment for students
Performance and Development Framework

- **Mandatory** implementation in 2016
- Performance and Development Plan (**PDP**)
- **Supervisor** support in schools
- **Observations / review** processes
- Access to **professional learning**
- **Supports accreditation** process for all teachers

More on this in today’s PDF workshop
www.PDFCONNECT.weebly.com

A PDF Toolkit
Accreditation

- Know your status (TRA/maintenance/pre-2004)
- Know your accreditation date
- Inform your school/s of your accreditation date
- Negotiate support through the right channels
- Read the DoE procedures (eff. August 31) – use the checklist
- Use the BOSTES support documents
- Keep BOSTES informed (school/leave) / pay your annual fee
- Have evidence validated

More on this in today’s accreditation workshops
• Accreditation at Proficient Teacher DoE Procedures (effective August 31)
• Australian Professional Standards for Teachers
• Evidence Guide (BOSTES)
• Examples of Practice (BOSTES)
The BOSTES Accreditation Website

www.nswteachers.nsw.edu.au
Online registered professional learning

*Classroom Teacher Program* and *Teaching Standards in Action*

Access both websites via the Leadership and High Performance section of the Portal
Use your DoE *portal* effectively

For example, access Google apps and Microsoft 365

ADD RELEVANT BUTTONS TO YOUR ESSENTIALS
Use the A to Z directory

For example: Learning and High Performance – accreditation and PDF resources
Know how to use **MyPL**

- Principal must **endorse**
- Calendar of events
- Course categories:
  - *Registered (QTC endorsed)*
  - *Non-registered*
  - *Developed (not aligned to Standards)*

**Always complete MyPL evaluations** otherwise you won’t be “completed” for a course. *Courses are archived after 6 months.*
If you are maintaining your accreditation know how to log your PD

You are required to log your TIPD (teacher identified professional development) on your BOSTES portal. Over maintenance you need to engage with at least 100 hours of PD across all 7 Standards.

PDFconnect.weebly.com/blog
What other resources should I know about and use?
Subscribe to *SchoolBiz*

Critical readings

Professional learning courses and meetings

Latest DoE news on reforms and procedures

EOIs for jobs

SchoolBiz is published every Friday (except in the last week of term)
Subscribe to **JobFeed**

Temporary positions

Support for application writing

Permanent positions

Scholarships
Fellowships
Exchange programs

For regular updates - download the app to your phone | Like the facebook page

JobFeed blast goes out every Wednesday afternoon
Join *Yammer*

Join the casual and temp conversation
www.MYTECHNOLOGYCONNECT.weebly.com

A Technology Blog

MyTechnologyConnect
An online Toolkit to support Educational Services staff

21CL Tools
- Build a Weebly website
- Learn how to Kahoot!
- Design a Padlet

Use Google CHROME as your browser for best results
Be active in your network

Let us know what type of support you would like on the MyPL evaluation
Workshops

- Head back to the library at **5.15** if you would like to join the Q&A session to finish the meeting.

1. PDPs
2. Teachers *requiring* PT accreditation
3. Teachers *maintaining* PT accreditation

Our next meeting will be in week 4 of next term.
PDP 101
Casual and Temp Network | Term 1, 2016
IN THE BEGINNING
Launched in 2013, the NSW Government’s Great Teaching, Inspired Learning – A Blueprint for Action includes 47 actions for improving teacher quality and student learning outcomes in NSW schools.
The *Standards* simply tell us the story of a teacher’s ‘everyday’ practice.
1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community
How much do you know about the PDF and PDPs?

Use your phone to go to kahoot.it

Join the quiz using the game pin provided.
PDF vs TARS

The differences...

• Mandatory lesson observations - *at least 2 per year*. These focus on self-reflection and collegial feedback.

• Performance and Development Plan (PDP) is for all staff – *using the same template statewide*. Aligning PDP to:
  • **Goals** (personal, faculty, school)
  • Specific *professional learning* (across various formats) / support
  • Australian Professional **Standards** for Teachers
  • **Evidence** – demonstration of practice in goal being achieved

• Formal Performance and Development Reviews - *at least two* *(one with supervisor and one self-review).*

• PDF will be used to determine/support accreditation processes.
Why, really?

- Consistency across contexts
- Embed a culture of professional learning and engagement throughout one’s professional career
- Teachers to engage holistically with the Standards
- Support accreditation requirements
- To ensure quality teachers are in front of all students in all schools
In regards to **casual and temporary teachers** it is worth noting:

*Casual teachers should have **access to the same professional support for accreditation** as teachers employed permanently.*

*Casual teachers should be encouraged to **seek out and participate in** professional support at their school.*

DoE Accreditation at Proficient Teacher Procedures p5

*Teacher Professional Learning funds allocated to schools should also be used to **support the performance and development needs of beginning temporary and casual teachers.***

Performance Development Framework p8
Introduction of Standards Based Pay for Teachers

Under the new award from 2016, casual/temporary teachers have two salary bands:

<table>
<thead>
<tr>
<th>Band</th>
<th>Accreditation Level</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>(Graduate)</td>
<td>$331.08</td>
</tr>
<tr>
<td>Band 2</td>
<td>(Proficient)</td>
<td>$399.31</td>
</tr>
</tbody>
</table>

One prior to proficient accreditation (Graduate) and one after proficient accreditation has been achieved and they have been on Band 1 for a minimum of 2 years.
Milestones *for you to consider*

**Term One**
- PDPs should be discussed and signed by a supervisor at a school now (mid-term one) – this should be a *priority*. Keep the original copy.
- Ensure your BOSTES details are up to date.
- Ensure your school is aware of your accreditation date.

**Term Two**
- Observation of practice #1
- Self-assessment on PDP – you complete | supervisor signature
- Update BOSTES portal with TIPD (if you are maintaining at PT)
Milestones *for you to consider*

**Term Three**
- Observation of practice #2
- Collect / validate any evidence *(if working towards PT accreditation)*

**Term Four**
- Supervisor review – *what evidence of your practice will you discuss/share to demonstrate you’ve achieved your goals?*  
  – you complete | supervisor signature
- Have any TIPD validated by principal *(if you are maintaining at PT)*
Developing the *Performance and Development Plan (PDP)*
The PDP template provides a scaffold for linking professional goals and professional learning to the Standards as well as evidence of teacher practice aligned to the teacher’s goals.

At least 3 goals

Be SMART

GOALS

LINK TO STANDARDS

SUPPORT/PL

EVIDENCE OF PRACTICE

Refer to your handout
# Goal setting considerations for PDPs

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<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>Are the performance goals specific?</td>
<td>Can you measure the performance goals?</td>
<td>Are the performance goals achievable and within reach?</td>
<td>Are the goals relevant?</td>
<td>Is there an appropriate timeframe within which the performance goals may be achieved?</td>
</tr>
<tr>
<td></td>
<td>A general statement such as “improve student results” does not provide enough definition about the focus area and measure of improvement.</td>
<td>If the goal cannot be measured in some way, there is no way of determining whether the goal has been achieved.</td>
<td>Is the professional learning and support required available to achieve the performance goals?</td>
<td>How do they contribute to faculty/stage goals and the strategic planning areas of the school?</td>
<td>Consider what professional learning milestones will be put in place over this timeframe.</td>
</tr>
<tr>
<td>Consider the language of the goals:</td>
<td>What evidence of their practice has the teacher identified as showing how they will work towards and achieve their goals?</td>
<td>Have their considered a range of professional learning options?</td>
<td>How do they reflect to the Australian Professional Standards for Teachers?</td>
<td>When the goals are achieved consider how they may help to improve student outcomes.</td>
<td>Should the goal/s be more focused or detailed for the relevant PDF cycle?</td>
</tr>
<tr>
<td>I will develop...</td>
<td>How will lesson observations provide evidence?</td>
<td>Are the associated budgets / resources realistic?</td>
<td>Does the teacher have an accreditation deadline to consider?</td>
<td>**</td>
<td></td>
</tr>
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</table>
Goal setting *sentence starters*

Consider the language used – it should be specific to the GOAL, *not the strategy.*

Goals can be framed as *statements or questions:*

I will develop/further **develop**... *How will I develop/further develop?*

I will **enhance**... *How will I enhance?*

I will **improve**... *How will I improve?*

I will **build my capacity** to... *How will I build my capacity to?*

I will **develop my capabilities** to... *How will I develop my capabilities to?*
Sample Goal for a *Classroom Teacher*

**STATEMENT**

I will build my capabilities to utilise a range of 21C learning tools in my content delivery so that student engagement increases in my classes.

**QUESTION**

*How will I enhance and further develop my capabilities* to utilise a range of 21C learning tools in my content delivery so that student engagement increases in my classes?
Professional Learning does not have to be “just a course”...

- Online courses (DoE, The Classroom Program, BoSTES, AITSL, QTC providers)
- Face-to-face courses (how will you share/follow up on this professional learning?)
- Social media platforms – networks and groups – ie Yammer
- Team teaching / team programming / cross-curricular initiatives
- Lesson/peer observations (own school and other schools)
- Supervising an intern/prac student or mentoring a new teacher
- Shadowing another teacher/exec/coordinator/team
- New experiences – committee/team member or leader, coordinator, delivering PL to someone else
- Local networks (casual/temp, higher levels, HT)
- Reading and research
- Reflection / peer sharing / peer PL sessions
### Sample Goal Setting

You don’t need this much detail – this is just an example of the types of ideas you could come up with.

#### Sample Professional Development Plan – Goal Setting Draft

<table>
<thead>
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<th>What I want to achieve</th>
<th>Goal and Standards</th>
<th>Evidence (Data)</th>
<th>Professional Learning</th>
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| Strategies to evaluate the impact of faculty-based professional learning on teachers (and in their classroom) over time. (Consider how we can measure the impact that ongoing professional learning has in the classroom?) | • How will I enhance and further develop my capabilities to deliver (and source) engaging, dynamic professional learning for my staff (at faculty level), as well as an improved ability to evaluate the ongoing impact of this professional learning in their classrooms?  
  **This goal is linked to Standards:**  
  6.3.4, 6.4.4, 7.4.4                                                                 | • Teacher/student voice – evaluations and feedback  
  • Lesson observations and team teaching  
  • Faculty based data linked to student results (link to faculty and school plan)  
  • Faculty evaluation linked to the relevant professional learning  
  • PD Review meetings with staff                                                                 | • Research effective survey/voice and data analysis strategies  
  • Mentor (senior exec)  
  • Explore what other faculties are doing (in my school and others) to assess the impact of PL |

See the sample PDP for your reference.
Teacher Workshop

It's Your Turn!
Where do I start?

Goal Setting and the Standards

Read through the Standards (see handout) and start thinking about **how your daily practice already aligns to many of the descriptors.**

For the descriptors you need to “work on” – consider setting goals which will **help you to enhance your practice** in these areas.
### Professional Development Plan – Goal Setting Draft

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</table>

This goal is linked to Standards:
Q Does the performance and development process apply to casual teachers as well?

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non-school based teaching service (NBTS) classifications.
Q Does the performance and development process apply to casual teachers as well?

CONTINUED

Where a teacher works in more than one school/ workplace they should have a PDP negotiated with each supervisor but managed by one designated supervisor. In these circumstances, the negotiations should not duplicate the PDP process.

Casual teachers who work irregularly in a range of schools will need to discuss and negotiate their PDP with one or more principals. Where necessary, casual teachers should seek further advice from DoE and/or NSWTF officers.
Q How will the new PDF help or improve my teaching?

The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

Teaching is enhanced when teachers are provided with positive encouragement to reflect on their practice, and benefit from regular feedback and professional development throughout the year.
Q Will the new framework be able to be linked to accreditation requirements and not be a ‘double up’?

The phases [of the PDP] encompass the various activities teachers, executives and principals are already undertaking in the normal course of their work, rather than create separate and additional processes. This includes streamlining the processes around teacher accreditation.

As the **Australian Professional Standards for Teachers** have been used to form the basis for developing the individual PDP, the annual written feedback (summative statement) recorded on the PDP template can be used as evidence for maintenance of BOSTES accreditation.
Q How can I use the Performance and Development Framework to support me to achieve Proficient Teacher accreditation?

It is your responsibility to talk to your principal/s or supervisor/s about your accreditation requirements and achievement of the Australian Professional Standards for Teachers. They will support you through the process and work with you to achieve the Standards.

When collaboratively setting your goals for your PDP with your supervisor/s, align your specific goals to the Australian Professional Standards for Teachers at the Proficient level. Identify which evidence you need to show progress towards achieving the professional goals.
Q How can I use the Performance and Development Framework to support me to maintain Proficient Teacher accreditation?

Over the seven year period allowed for a casual teacher to maintain their accreditation, you should be able to address all of the standards on your PDP.

You will need to seek advice from the principal or other executive staff in the school or schools in which you work as to who is able to supervise and support you during your employment. Nominated staff members in the school or schools in which you work have a role in supporting you and giving you feedback and guidance. Both you and the school share the professional responsibility for the accreditation process.

Refer to the Accreditation at Proficient Teacher Procedures (October 2014) for further information regarding accreditation requirements.
Q Can the evidence I collect for my PDP be used for Proficient Teacher accreditation?

During the accreditation period teachers are expected to collect, evaluate, annotate and collate samples of their work as supporting evidence to demonstrate they are meeting the Proficient Teacher standards.

Casual teachers may collect this supporting evidence from a variety of schools over time. At whichever school the evidence is collected, it is the responsibility of the casual teacher to have their evidence verified and signed by the relevant supervisor and principal at that time.
Q Once I am deemed to be accredited at the Proficient Teacher level and I have to maintain that accreditation, how is this incorporated with the PDP?

The types and sources of evidence [collected for the PDP] will align to the Professional Standards for Teachers at the appropriate career stage and should form the basis of accreditation and maintenance requirements. These processes should be aligned, not duplicated.
Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do. The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.
Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have ‘failed’ or not to be performing at a Proficient standard?

No. Concerns about a teacher’s performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.
Q What funding is available to support professional learning for casual teachers?

Schools’ teacher professional learning funds should be allocated to facilitate the participation of casual and temporary teachers in the framework processes.
Contact

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MyTechnologyConnect.weebly.com
PDFConnect.weebly.com
CasualConnect.weebly.com - under construction